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ASSIGNMENT BOOKLET 3B

ELA2105 English Language Arts 20-1
Module 3: Section 3 Assignment and Final Module Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

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Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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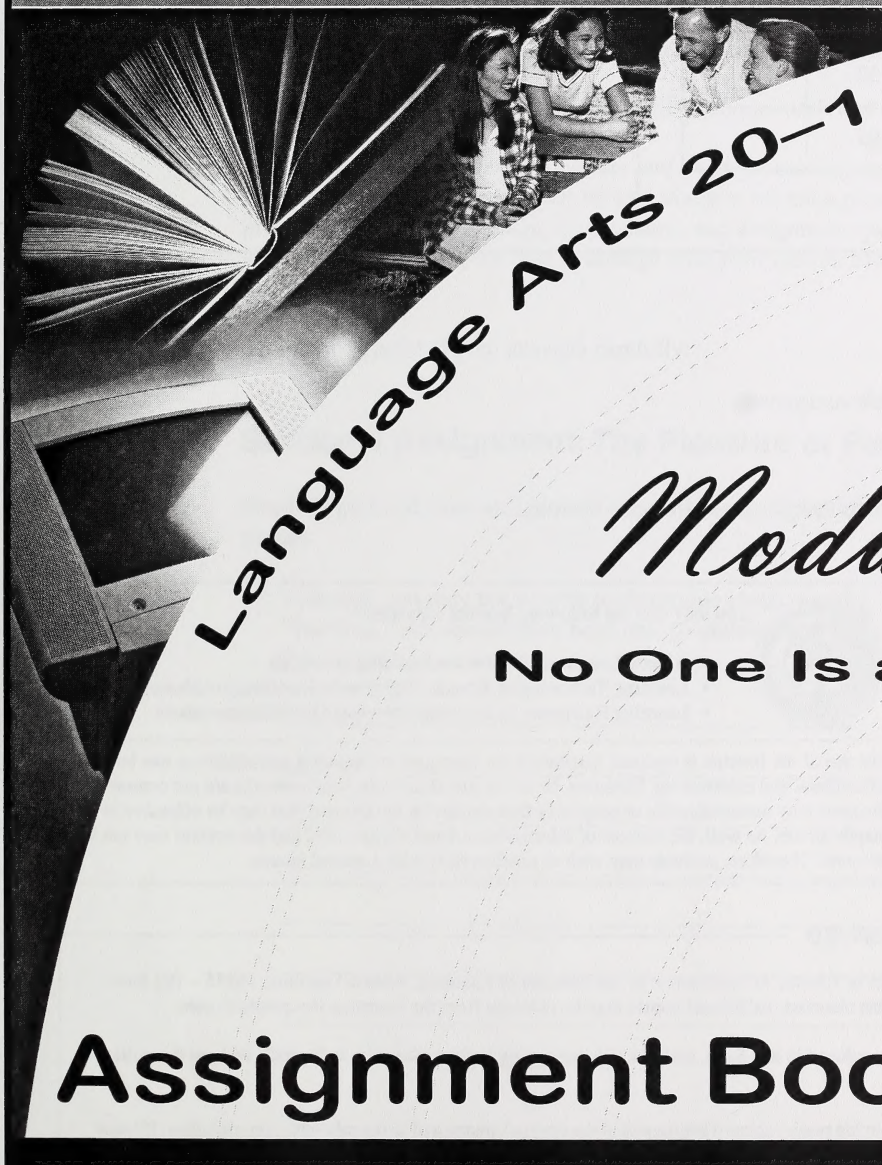
English



Language Arts 20–1

Module 3

No One Is an Island

Assignment Booklet 3B

Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	60	
Final Module Assignment	35	
	95	

Teacher's Comments

English Language Arts 20-1
Module 3: No One Is an Island
Assignment Booklet 3B
Section 3 Assignment and Final Module Assignment
Learning Technologies Branch
ISBN 0-7741-2281-1

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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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ASSIGNMENT BOOKLET 3B
ENGLISH LANGUAGE ARTS 20-1: MODULE 3
SECTION 3 ASSIGNMENT AND FINAL MODULE ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 95 marks out of the total 200 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

You are encouraged to use a computer and word-processing application for many of these questions. If you use a computer, be sure that you submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page. Alternatively, you may be able to arrange with your teacher to submit your written assignments by e-mail.

Be sure to proofread your answers carefully.

Section 3 Assignment: The Pleasure of Poetry

60

Read all parts of your assignment carefully and record your answers in the appropriate places.

2

1. Although you may not be able to determine much specific information about the speaker in "Invictus," you should have been able to understand the speaker's general situation. Describe the situation.

_____

_____

_____

_____

_____

_____

_____

(2) **2.** Describe the speaker's tone in this poem. Support your response with a quotation from the poem.

(2) **3.** Describe the mood of the poem. Support your answer by referring to specific words and images in the poem.

(1) **4.** The poet uses a symbol in this poem. What does "the Pit" represent?

(2) **5.** Reread the last stanza of "Invictus." Now think about the title. Express the theme of this poem in a sentence.

When you've finished responding to the preceding questions, return to page 76 of the Module 3 Student Module Booklet and continue working where you left off.

(2) **6.** How does the Duke, the speaker in "My Last Duchess," feel about his first wife? In your response, consider the Duke's attitude toward the Duchess's portrait. Be sure to defend your ideas with references to the poem.

(2) **7. a.** According to the Duke, what faults did the Duchess have? Support your answer with a quotation from the poem.

(2) **b.** As an active reader, what are your feelings about the Duchess's faults?

(2) **8. a.** Reread lines 45 and 46. What action does the Duke seem to have taken?

(2) **b.** Suggest a reason to explain why the Duke discloses this information to the Count's envoy.

(5) **9.** What do you learn about the Duke's character in this dramatic monologue? Use quotations from the poem to support your answer. As part of your response, explain how plausible you believe this to be.

(2) **10.** Basing your response on concepts and terminology you've been given in this section, describe the structure of this dramatic monologue.

When you've finished responding to the preceding questions, return to page 84 of the Module 3 Student Module Booklet and continue working where you left off.

(12) **11.** In all human relationships, love can present the greatest challenges and the greatest rewards. Read the following poem about love called "Psyche with the Candle" by Archibald MacLeish:

Psyche with the Candle

Love which is the most difficult mystery
Asking from every young one answers
And most from those most eager and most beautiful—
Love is a bird in a fist:
To hold it hides it, to look at it lets it go.
It will twist loose if you lift so much as a finger.
It will stay if you cover it—stay but unknown and invisible.
Either you keep it forever with fist closed
Or let it fling
Singing in fervor of sun and in song vanish.
There is no answer other to this mystery.[1]

Write a short composition about this poem, demonstrating your understanding of theme, tone, and imagery. In your composition, you should

- begin with a brief introduction to the poem and the topic
- discuss the theme and tone of the poem
- discuss the poet's use of imagery and figurative language
- support your ideas with quotations from the poem
- end with a short conclusion, presenting your personal evaluation of the poem

Assessment Criteria 12 marks

Thought and Detail 8 marks

- Ideas are clear, thoughtful, and well developed.
- A thorough understanding of theme, tone, and imagery is evident.
- Supporting details are well chosen and persuasive.

Writing Skills 4 marks

- Ideas have been appropriately organized.
- The language used is correct and effective.

[1] "Psyche with the Candle," from COLLECTED POEMS, 1917–1982 by Archibald MacLeish. Copyright © 1985 by The Estate of Archibald MacLeish. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

5

12. As you've read poetry in this module and in previous modules, you've learned a number of strategies to help you understand and interpret poems. Suppose that someone asked you for some tips on understanding poetry. What advice would you give that person? Explain **five** strategies that you use to help you understand poetry. (You might think about the strategies you used to interpret "Psyche with a Candle.")

(There is more room for your response on the next page.)

13. In the following poem by A. E. Housman, called "Eight O'Clock," the poet has paid great attention to the sound of the words. (Eight A.M. was the traditional hour in England for putting condemned men to death.) Read the poem aloud so that you can hear it; then respond to the question that comes after it.

Eight O'Clock

He stood, and heard the steeple
  Sprinkle the quarters on the morning town.
One, two, three, four, to market-place and people
  It tossed them down.

Strapped, noosed, nighing his hour,
  He stood and counted them and cursed his luck;
And then the clock collected in the tower
  Its strength, and struck.

(3) **a.** Identify **at least three** different sound devices that Housman uses in "Eight O'Clock" and give examples from the poem.

(2) **b.** The sound of a poem should complement its theme and tone. How has Housman used sound devices effectively to support his theme and tone?

(12)

14. Suppose that you were asked to do a short oral presentation to an English Language Arts 20-1 class on either Housman's "Eight O'Clock" or MacLeish's "Psyche with the Candle." Prepare a short talk about the poem along with an oral reading of the poem itself. After you've rehearsed your presentation, record your reading and discussion of the poem. Label your recording with your name, course, and assignment and submit it for assessment.

Here are some suggestions to help you with this assignment:

- Introduce the poem by establishing a context for it. (You could provide some background information, mention the topic, ask a question to create interest or curiosity, or link the poem with something else that students might be familiar with.) Be sure that you mention the title of the poem and its author.
- Read the poem orally. Consider the tone that you want to convey, decide what words should be emphasized, pronounce words correctly, and pause appropriately as indicated by punctuation marks. And be sure to select an appropriate pace for your reading.
- After your reading, discuss the poem's ideas and feelings and the poet's language. Point out poetic techniques that the poet has used.
- Conclude with your personal response to the poem

Assessment Criteria 12 marks

• The presentation is interesting and informative.	3 marks
• The presentation has a thoughtful understanding of the poem's theme and tone and of the poet's language and techniques.	3 marks
• A suitable tone and pace has been used in the reading of the poem.	2 marks
• The student has spoken clearly and paused appropriately in the presentation.	2 marks
• The student has demonstrated correct pronunciation and clear enunciation in the presentation.	2 marks

When you've finished responding to the preceding questions, return to page 97 of the Module 3 Student Module Booklet and continue working where you left off.

35

10

Final Module Assignment

1. Look through the journal entries that you wrote in this module. Revise and edit **one** that you particularly like. Then recopy it into this Assignment Booklet or, if you prefer, include a word-processed copy. Be sure to indicate clearly which journal suggestion you're responding to.

Assessment Criteria 10 marks

Your response will be graded according to the *Scale for Evaluation of Expressive Language* that you were given in Module 1. Note, however, that you're also expected to have revised and edited your work.

OR

Are you someone who feels comfortable responding visually to a literary work? If so, select a piece from this module that you enjoyed and to which you felt a response within yourself. Express your response visually in any format you choose. A blank page has been provided for your response, but you can use your own paper if you wish; simply attach it, fully and clearly labelled, to this Assignment Booklet.

Your response will be graded according to how honestly, thoughtfully, and creatively you have attempted, in the opinion of your teacher, to express a true personal response to a work of literature. If you wish to include a brief written explanation to accompany your response, by all means do so.

(There is more room for your response on the next page.)

Visual Response

(25) **2.** The title of this module is *No One Is an Island*, and most of the literature that you've read in the module has addressed the theme of human relationships.

Choose **two** pieces of literature from the module that you have enjoyed and that have something important to say about human relationships. Write a short critical essay explaining the insights these literary texts provide into human relationships. Because you'll be discussing two works, try to find selections that allow you to draw comparisons between their themes.

Remember, you'll have to come up with a thesis that controls your essay and give it unity, so you should carefully reread the literature you'll be discussing. It would be a good idea, as well, to review what you learned about critical essays in Section 3 of Module 2.

In your essay, you should

- begin by introducing the topic and literature that you'll discuss
- include a thesis statement that expresses your central idea
- discuss each piece of literature and its insights into human relationships
- refer to specific events and characters in the literature and include short quotations to support your ideas
- end with a conclusion that summarizes what you've learned about human relationships from the study of these three pieces of literature

Assessment Criteria 20 marks

Thought and Detail 15 marks

- The ideas are insightful and well-developed.
- A clear understanding of the literature and its relationship to the theme has been demonstrated.
- Supporting details are carefully chosen and persuasive.

Organization 5 marks

- The composition is well organized. An effective introduction and conclusion are included.
- The thesis statement is thoughtful and provides unity for the composition.
- Transitional devices have been used effectively to achieve coherence.

Writing Skills 5 marks

- Sentence structure is varied and effective.
- Words are precise and carefully chosen.
- This writing has been edited to eliminate errors in spelling, punctuation, capitalization, grammar, and sentence structure.

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

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